

St Paul Primary

3074 LIBERTY HILL ROAD
SUMMERTON, SC 29148

Grades K-3 Elementary School

Enrollment 273 Students

Principal PATRICIA R. MIDDLETON 803-478-2286

Superintendent Dr. Rose H. Wilder 803-485-2325

Board Chair Mr. John D. Bonaparte 803-505-2222

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

1

7

13

53

33

IMPROVEMENT RATING

EXCELLENT

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Excellent	No
2004	Average	Unsatisfactory	Yes
2005	Average	Average	Yes
2006	Good	Excellent	Yes

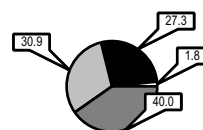
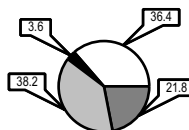
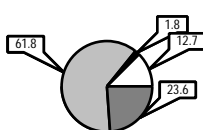
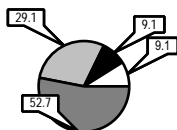
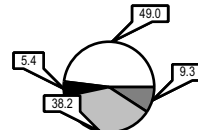
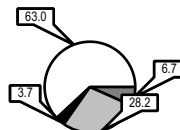
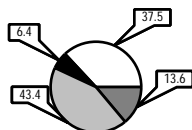
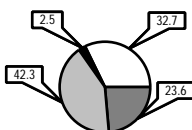
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	61	100.0	9.1	29.1	52.7	9.1	72.7	Yes	Yes
Gender									
Male	30	100.0	14.3	25.0	53.6	7.1	64.3	N/A	N/A
Female	31	100.0	3.7	33.3	51.9	11.1	81.5	N/A	N/A
Racial/Ethnic Group									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	59	100.0	9.3	27.8	53.7	9.3	72.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	47	100.0	4.5	27.3	56.8	11.4	81.8	N/A	N/A
Disabled	14	100.0	27.3	36.4	36.4	0.0	36.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	61	100.0	9.1	29.1	52.7	9.1	72.7	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	61	100.0	9.1	29.1	52.7	9.1	72.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	59	100.0	9.4	30.2	50.9	9.4	71.7	Yes	Yes
Full-pay meals	2	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	61	100.0	12.7	61.8	23.6	1.8	43.6	Yes	Yes
Gender									
Male	30	100.0	14.3	67.9	14.3	3.6	35.7	N/A	N/A
Female	31	100.0	11.1	55.6	33.3	0.0	51.9	N/A	N/A
Racial/Ethnic Group									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	59	100.0	13.0	61.1	24.1	1.9	44.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	47	100.0	11.4	63.6	22.7	2.3	45.5	N/A	N/A
Disabled	14	100.0	18.2	54.5	27.3	0.0	36.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	61	100.0	12.7	61.8	23.6	1.8	43.6	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	61	100.0	12.7	61.8	23.6	1.8	43.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	59	100.0	13.2	62.3	22.6	1.9	43.4	Yes	Yes
Full-pay meals	2	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	61	100.0	36.4	38.2	21.8	3.6	25.5
Gender							
Male	30	100.0	35.7	46.4	17.9	0.0	17.9
Female	31	100.0	37.0	29.6	25.9	7.4	33.3
Racial/Ethnic Group							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	59	100.0	37.0	37.0	22.2	3.7	25.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	47	100.0	34.1	40.9	20.5	4.5	25.0
Disabled	14	100.0	45.5	27.3	27.3	0.0	27.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	61	100.0	36.4	38.2	21.8	3.6	25.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	61	100.0	36.4	38.2	21.8	3.6	25.5
Socio-Economic Status							
Subsidized meals	59	100.0	37.7	37.7	20.8	3.8	24.5
Full-pay meals	2	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	61	100.0	1.8	30.9	40.0	27.3	67.3
Gender							
Male	30	100.0	3.6	32.1	39.3	25.0	64.3
Female	31	100.0	0.0	29.6	40.7	29.6	70.4
Racial/Ethnic Group							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	59	100.0	1.9	31.5	38.9	27.8	66.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	47	100.0	0.0	34.1	34.1	31.8	65.9
Disabled	14	100.0	9.1	18.2	63.6	9.1	72.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	61	100.0	1.8	30.9	40.0	27.3	67.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	61	100.0	1.8	30.9	40.0	27.3	67.3
Socio-Economic Status							
Subsidized meals	59	100.0	1.9	32.1	39.6	26.4	66.0
Full-pay meals	2	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	70	98.6	16.4	38.8	40.3	4.5	44.8
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	61	100.0	9.1	29.1	52.7	9.1	61.8
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	70	98.6	25.4	58.2	13.4	3.0	16.4
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	61	100.0	12.7	61.8	23.6	1.8	25.5
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	70	98.6	41.8	49.3	4.5	4.5	9.0
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	61	100.0	36.4	38.2	21.8	3.6	25.5
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	70	98.6	16.4	52.2	17.9	13.4	31.3
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	61	100.0	1.8	30.9	40.0	27.3	67.3
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 273)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.4%	Up from 3.7%	3.9%	2.8%
Attendance rate	96.0%	Up from 95.6%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 7.3%	0.2%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 5.8%	0.2%	0.0%
Eligible for gifted and talented	11.3%	Up from 8.3%	3.4%	10.4%
On academic plans	N/A	N/AV	48.9%	33.6%
On academic probation	N/A	N/AV	3.2%	1.0%
With disabilities other than speech	10.0%	Up from 5.3%	7.5%	7.5%
Older than usual for grade	0.4%	Up from 0.3%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 22)				
Teachers with advanced degrees	50.0%	Up from 41.7%	51.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	5.8%	N/A	4.7%	2.4%
Teachers with emergency or provisional certificates	11.8%	Up from 9.1%	2.7%	0.0%
Teachers returning from previous year	78.7%	Down from 80.6%	82.7%	87.3%
Teacher attendance rate	94.8%	Up from 94.4%	94.6%	94.9%
Average teacher salary	\$38,041	Up 6.4%	\$41,292	\$42,485
Prof. development days/teacher	31.2 days	Up from 25.2 days	15.4 days	13.3 days
School				
Principal's years at school	3.5	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	16.9 to 1	Down from 19.0 to 1	16.3 to 1	18.6 to 1
Prime instructional time	89.9%	Up from 86.5%	88.1%	89.7%
Dollars spent per pupil*	\$7,931	Down 5.0%	\$7,964	\$6,557
Percent of expenditures for teacher salaries*	59.5%	Up from 54.3%	59.5%	64.0%
Percent of expenditures for instruction*	61.8%		68.0%	69.1%
Opportunities in the arts	Poor	No change	Good	Good
Parents attending conferences	99.0%	Up from 97.8%	99.0%	99.0%
SACS accreditation	Yes	Up from No	Yes	Yes
Character development	Good	Up from Average	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	20.6%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

St. Paul Primary School had a very productive 2005-2006 school year. The students, parents, administration, faculty and staff continue to strive for academic and social excellence. Our mission is to promote a positive learning environment that will promote and develop the enthusiasm for lifelong learning through inquiry and critical thinking.

The primary grades are the most crucial years for young children. At the primary level we focus on the development of the whole child, both inside and outside the classroom. These years defines characteristics of students who are aware and sensitive to the experiences they undergo. At St. Paul Primary we provide our children with learning opportunities through a creative process that allows children to see themselves as capable learners and as individuals who are developing the skills and understanding that will enable them to make sense of the world and to succeed in it.

St. Paul Primary School was recognized by the Education Oversight Committee for closing the achievement gap based on our students' 2004-2005 Palmetto Achievement Challenge Test (PACT) results. Our success on PACT can be attributed to the implementation of best teaching practices and research-based strategies across the curriculum. All of our students participated in the Accelerated Reading Program as well as our school-wide writing initiative, Drop Everything and Write (D.E.W. Time). Our state-of-the-art wireless computer lab provides opportunities for our students and staff to engage in lessons that are technology-based and standards-driven. Reduced class size also played a vital role in the success of our students. Teacher-student ratio for grades K-3 is 18:1. We offer full-day kindergarten as well as two full-day classes for Pre-K.

Through a Math and Science Unit Grant, St. Paul Primary School has on staff a trained science coach who works with our instructional staff and students on the implementation of hands-on, minds-on science activities. Teachers received ongoing staff development on the science process skills, science assessment, science teaching cycle and the science coaching initiative. Our guidance counselor was the recipient of an EIA Grant, Healthy Eagles, which focused on building healthy lifestyles through proper diet and exercise. Parents and students participated in an array of activities throughout the year.

Healthy relationships with the community were essential to the success of our school. Our partnerships with S.A.V.E the Children, the Briggs-DeLaine-Pearson Foundation and Federal Mogul Corporation-Summerton Plant have been very productive in meeting the needs of our students, parents and community. Next year we will implement Differentiated Instruction and Understanding by Design strategies and a Healthy School Initiative.

James Bannister, SIC Chair
Patricia R. Middleton, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	22	59	48
Percent satisfied with learning environment	86.4%	83.9%	83.0%
Percent satisfied with social and physical environment	90.9%	72.9%	73.9%
Percent satisfied with school-home relations	72.7%	86.4%	78.3%

*Only students at the highest elementary school grade level at this school and their parents were included.